


#38



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, June 22, 2015 11:51:27 AM
Last Modified: Tuesday, September 01, 2015 6:28:11 PM
Time Spent: Over a month
IP Address: 204.8.39.58

PAGE 2

Q1: 1a. TLC Local Plan Measure (1)

1. Serve as a vehicle to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps.

Q2: 1b. To what extent has this measure been met?

(no label)

Mostly Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

The ultimate outcome of the District’s TLC system is to increase student achievement and eliminate achievement gaps. The teacher leaders’ daily work has focused on data analysis and adapting instruction to meet the needs of ALL students. This work will assist in guaranteeing alignment of efforts throughout the district in achieving growth for ALL our students. The evaluation of these efforts will continue to be done through students’ success on standardized tests such as Iowa Assessment; as well as, proficiency and growth levels with FAST and MAP.

AYP determination is a data point used as evidence of success. This past school year we had two buildings (out of 8) placed on one of the NCLB lists. Bettendorf Middle School remained on the SINA list for Math and was placed back on the SINA list for Reading after being on the delay list the prior year. Herbert Hoover Elementary was placed on the NCLB Watch List for both Reading and Math, for the first time. All the other buildings met AYP including two buildings (Grant Wood & Mark Twain Elementary) that were on the Watch List the prior year. Bettendorf High School and Neil Armstrong Elementary both were SINA buildings the previous year and are now on Delay status. Bettendorf students continue to perform at high levels on the Iowa Assessment but there is still room for improvement with increasing proficiency rates and closing the achievement gaps, especially within our Low SES and Special Education subgroups.

2014-15 was the district’s first year using the FAST assessment system for literacy for grades K-5. Each grade level, except for first grade (down 1%), had an increase in percent proficient from fall to spring. By the spring, all grades performed above the Tier 1 goal of 80% proficient, with kindergarten and third grade performing at 92% & 90% respectfully. Overall, the group of all K-5 students increased from 80% proficient in the fall to 87% in spring. Continual student growth and an increase in proficiency rates is expected as teacher leaders continue to work with teachers on instructional strategies within the Tier 1 and progress monitoring environments.

The MAP assessment is given at grades 6-9 for Reading and Math. The trend over the years has 90% or more of the students, at each grade level, showing some level of growth in Reading and Math as calculated by MAP. However, the percent of students reaching their projected growth are from the mid-50s to upper 60s. The 2014-15 MAP data is consistent with the trend data.

The actual impact on student achievement results is limited with only a year of TLC completed and many of the data points being determined with only a few months of TLC implementation in place. The expectation is to see larger gains in overall student growth and closing of the achievement gaps starting in year two of the TLC implementation. National Clearinghouse data will assist in tracking how Bettendorf students are doing in regards to being college and career ready.

PAGE 3

Q4: 2a. TLC Local Plan Measure (2)

2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.

Q5: 2b. To what extent has this measure been met?

(no label)

Mostly Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

The Bettendorf CSD Teacher Leadership & Compensation plan included hiring three full release curriculum & professional development leaders, thirteen instructional coaches, and thirty-two model teachers for the 2014-2015 school year. The district further enhanced two existing literacy coach positions (without TLC funding) in order to mirror (contract length & stipend) the positions created within the TLC plan. The district successfully filled all positions and replacements with the exception of three model teacher positons. At the conclusion of the 2014-2015 school year, all full release teacher leaders were retained and desired to continue with their current leadership positions. Five of the twenty-nine model teachers chose not to continue but two of those model teachers resigned their positions as a result of moving to different teacher leadership roles within the district (one switched buildings and levels as a teacher librarian and another was hired for an additional instructional coaching position that was created for the 2015-2016 school year). The district has currently filled all of the teacher leadership positions (including all thirty-two model teacher positions) for the 2015-2016 school year. The District's annual teacher retention rates (for all licensed staff) are as follows: 2010-2011 94.19% 2011-2012 89.86% 2012-2013 91.9% 2013-2014 92.13% 2014-2015 93.33% The District's new teacher hire retention rates are as follows: 2010-2011 45.45% 2011-2012 56.52% 2012-2013 66% 2013-2014 75% 2014-2015 82.86% *The district's overall new teacher retention rate from 2010-2015 is 74.84%. The district's retention rate for newly hired staff has increased considerably over the last couple of years. This has been the result of using a more rigorous & systemic selection process to best ensure that high quality teachers are being selected, providing a more substantive two-year mentoring program (Journey to Excellence model) and implementing a systemic on-boarding process for new teachers involving building and district administration. The district mentoring program has remained primarily a stand-alone program with some teacher leadership crossover as a result of the separate funding stream continued to be provided by the State. This continuation of funding will allow us to more smoothly transition our teacher leaders into mentoring & coaching roles over time. The district has been collecting anecdotal evidence from new employees, via the onboarding process, relative to what attracted them to work as a teacher for the Bettendorf CSD. Exit surveys are sent electronically to all employees (including teachers) who resign their positions but the district has had great difficulty getting much of a return. All retiring employees are invited to meet with the superintendent to discuss their tenure with the school distri.ct and historically, a high percentage take advantage of this opportunity

PAGE 4

Q7: 3a. TLC Local Plan Measure (3)

3. Establish a process where teacher leaders can assist colleagues through the continuous learning process.

Q8: 3b. To what extent has this measure been met?

(no label)

Fully Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

The district more fully implemented the peer review process throughout the district during the 2014-15 school year. The Instructional Coaches and Curriculum & Professional Development Leaders (CPD) assisted in the process by either being a peer reviewer or by working with groups and/or pairs to support their goals related to the “Characteristics of Effective Instruction”. Instructional coaches met individually with teachers to address areas of focus identified by the teacher. The New Teacher Center Collaborative Assessment Log (CAL) provided feedback and planning focus for the coaching process. Teachers were encouraged to include work with the coaches and/or peer reviewers in their portfolios for summative evaluation purposes. The Math CPD and Instructional Coaches, along with building and district administrators, joined the AEA Math Lead for walkthroughs aimed at identifying best practices and student engagement in K-12 classrooms. The District provided all teacher leaders and building administrators with a two day foundational Professional Learning Communities (PLC) training during the summer preceding year 1 of TLC implementation. During the summer of 2015, all full-release teacher leaders, building administrators & select district administrators attended one of three Midwest PLC Institutes sponsored by Solution Tree. This workshop was followed by an administrative retreat for the purpose of developing district-wide expectations, norms and/or protocols for implementing a more formalized PLC/Data-Team process. In the Bettendorf CSD Teacher Leadership & Compensation Model Year 1 Implementation Survey Report, conducted by the Center For Quality Teaching (CTQ), respondents indicated that they were most commonly (67%) collaborating to use data to inform instruction and inquiry. The second most common response (37%) was to design and support curricula. These two areas were the most important to administrators when asked which areas of development were most important for teacher leaders, and were the areas on which teacher leaders were trained to focus during professional development sessions through the 2014-2015 school year. This finding suggests that the design of and support for the roles are achieving intended outcomes. The district obtained input regarding the TLC implementation from an internal staff survey on coaching interactions. Based on the feedback, we are working on an improved system of communication and a more specific delineation of coaching duties for the 2015-16 school year.

PAGE 5

Q10: 4a. TLC Local Plan Measure (4)

4. Promote additional collaboration between and among our teacher teams to positively impact student achievement.

Q11: 4b. To what extent has this measure been met?

(no label)

Fully Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

The Bettendorf Community School District contracted with the Center for Teaching Quality (CTQ) to conduct an annual survey of all licensed instructional staff, including teachers, teacher leaders, and building and district administrators. The survey was given at the end of the year and sought in part to evaluate how the Bettendorf TLC model affects collaboration and professional learning. The survey’s overall 88.6% response rate was strong, allowing for valid and reliable inferences about how district staff perceive the TLC model and its early effects on collegiality, professional learning and student learning. That being said, these survey results represent extremely early implementation data as much of the fall of 2014 was focused on preparing teacher leaders in their various roles. These efforts included formal coaching training; as well as, informal work of acclimating teacher leaders working in the culture of their school sites and developing relationships with other teachers. The CTQ survey found overall positive indicators in the following since TLC implementation: • Respondents’ perceptions are slightly more positive about teachers’ readiness to co-lead improvement processes in schools and their ability to develop others’ leadership; • Several measures related to the presence of collaborative culture and ability to respond to emerging needs within schools have improved; • Responding teacher leaders feel that their influence on practice and decision-making has increased, suggesting a rising sense of collaborative leadership among educators in diverse roles; • Teachers (in all roles) report significantly more time and opportunity to collaborate and say they are doing so with a larger number of teachers who can help them improve. • Over three-quarters of responding teacher say they were supported “somewhat” or “to a great extent” by teacher leaders this past school year;” • Early-career teacher were the most positive about the supports they received, suggesting that the Model aligns well with the State’s goal of targeting professional learning for new teachers. Although not statistically significant, respondents shown levels of agreement have improved slightly on several items that could be leading indicators of future student achievement gains. Respondents felt that: • They are making a significant educational difference in the lives of the student at their school (+1% to 92%); • They can make progress with even the most difficult and unmotivated students (+2% to 85%); and • They can be successful with every student (+3% to 88%). These are perceptual data that may or may not ultimately correspond to desired changes in student learning growth as it is too soon to determine whether these increases are statistically meaningful.

Q13: 5a. TLC Local Plan Measure (5)

5. Develop a culture of collegiality, trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively and work in teams to continually improve the teaching and learning process.

Q14: 5b. To what extent has this measure been met?

(no label)

Fully Met

Q15: 5c. Description of Results (5)(limited to 3000 characters)

The Bettendorf CSD has partnered with HUMANeX Ventures for the past three years (2013-present) to administer scientifically-validated culture assessments to all employees. This customized tool has enhanced our district's ability to better understand our employees, team and district's culture. The district utilizes this feedback annually to create goals and action plans aimed at continuous improvement at the building, team, and district administration center levels. The ultimate goal of this work is developing individuals and teams to effectively shape our future workforce and form a school community of excellence. The HUMANeX InsighteX Cultural Assessment measures fifteen dimensions: Engaged-Inspire; Continuous Improvement; Pride; Support-Equip; Talent/Fit; Career Development; Recognition; Quality; Innovation; Communication; Satisfaction; Training & Development; Performance Planning; Relationships and Mission Conscious. The most recent assessment (March 2015) shown district-wide improvement in fourteen of the fifteen dimensions with the recognition dimension staying the same at 3.83 on a 5 point Likert scale. Over a three year period of measurement, the district has seen consistent increases in employees indicating their satisfaction and engagement (48.7% in 2013 to 73.7% in 2015) in their roles while also seeing consistent decreases in those acknowledging disengagement and dissatisfaction (3.02% in 2013 to .87 in 2015).

Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).	<p>The results of several surveys; as well as, internal conversations at the administrative level led to some adjustments to the TLC implementation for the 2015-16 school year. A staff culture survey, developed by HUMANeX Ventures and given the last three years, showed that two of the five areas of concern were related to trusting relationships and effective communication. Results of an internal certified staff survey related to coaching interactions indicated some teachers viewed coaches as extensions of the building administrators. On the other hand, administrators felt somewhat in the dark and wanted more information from coaches following their training offered by the New Teacher Center (NTC). An additional area to be addressed based on the survey results are the roles of Model Teachers. Training was provided to them in June 2015, by the curriculum & professional development leaders' and AEA TLC support staff, so they have a clearer understanding of their role. Plans are being developed for their more active engagement with new teachers; as well as, career teachers as part of the peer review process in each building, in collaboration with the principal and Instructional Coaches. All district administrators, Instructional Coaches and CPD's attended training related to Professional Learning Communities presented by Solution Tree. Each building will implement PLC's under principal direction with support from instructional coaches. Model teachers will be more actively engaged in the work by providing on-site opportunities for teachers to observe practices that support improved student performance. Coaches are also transitioning into the role of mentors for new teachers as part of their work and it will further connect PLC data results, best practice modeling and support for beginning teachers. The PLC framework will further enhance collaboration and collegiality between coaches and the certified staff in buildings. The coaches have developed Google documents for agenda planning and reflection following NTC training that are accessible to coaches, CPD's and principals. Additionally, coaches will share specific training information with building principals following each NTC session. Principals are also being supported with a coach of their own provided by the AEA. Dr. Jim Pederson will meet weekly with building principals to assist them to redefine their roles and relationships while operating in the new landscape of shared leadership under the TLC. The district believes that the adjustments made based on feedback following Year1 of the TLC will enhance the effectiveness of the process.</p>
--	--

Impact of TLC Plan

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

Additional evidence: 1) Instructional Coaches and FAST at the elementary level: Instructional Coaches worked closely with grade level data teams to design interventions for students based on the FAST screeners. The coaches were also part of the “SWAT” teams who administered the FAST testing. Students at all levels demonstrated growth as measured by subsequent screenings and the on-going intervention plans developed as a result of data review. 2) Instructional coaches and Project-based Tunings at Bettendorf Middle School: Instructional coaches worked with middle school teachers and students to develop project ideas related to Iowa Core discipline standards. Their role was to facilitate reflection on initial ideas to increase rigor and student engagement. They also collaborated with staff in planning and incorporating specific instructional strategies into projects so all students could access the content. Feedback from teachers, students, parents and administrators was very positive. 3) Instructional coaches and Curriculum & Professional Development Leader (CPD) at Bettendorf High School: The Math CPD and Instructional Coach with a strong math background provided embedded professional development related to best practices and student engagement in the high school math department where a majority of teachers have two or fewer years of experience. Through their collaboration with the team leader and the AEA Math Lead, the TLC staff has been able to assist in the implementation of the Iowa Core through new curriculum and student centered classroom practices. As a result, the math department has become more collaborative and consistent in instruction and assessment based on standards. This group is actively providing additional time for students to demonstrate mastery.

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

Q19: Name of School District:

Bettendorf Community School District

Q20: Name of Superintendent

Theron J. Schutte

Q21: Person Completing this Report

Theron J. Schutte

